

**GOODWILL EDUCATION INITIATIVES  
BOARD OF DIRECTORS MEETING  
November 29, 2010**

**MINUTES**

The Board of Directors of Goodwill Education Initiatives, Inc. met at 12:15 p.m., November 29, 2010 at Goodwill's headquarters. Present were:

**Board:**

Holly Hill Brooks  
C. Perry Griffith  
Dr. Gina DelSanto  
Jeff Harrison  
Juan Gonzalez  
Bruce Jacobson  
Derrick Burks  
Mike O'Connor

**Staff/Other:**

Scott Bess, VP/COO, GEI  
Cindy Graham, VP, Marketing, Goodwill  
Dan Riley, CFO, Goodwill  
Carlotta Coopridge, Indianapolis Met Director  
Tina Sherrard, Assistant Treasurer, GEI  
Robin Kares, Foundation Director, Goodwill  
Nicole Conrad, Mayor's Office  
Jim McClelland, Goodwill CEO

Holly Hill Brooks, Board Secretary, presided.

The Governance Committee delivered its report (attached). On a motion by Derrick Burks and seconded by Mike O'Connor, Gina DelSanto, C. Perry Griffith, Jr., and Jeff Harrison were elected unanimously to three-year terms as Directors. On a motion by Mike O'Connor and seconded by Derrick Burks, C. Perry Griffith, Jr., Gina DelSanto and Holly Hill Brooks were unanimously elected to one-year terms as Chairman, Vice-Chairman, and Secretary, respectively. On a motion by Derrick Burks and seconded by C. Perry Griffith, Jr., Gwen Fountain was unanimously elected to be an Honorary Director. The Board recognized Gwen's service as Director from the inception of the Board, and also recognized Fred C. Tucker III for his service as Chairman.

Dan Riley was unanimously approved as Treasurer and Tina Sherrard as Assistant Treasurer on a motion by C. Perry Griffith, Jr. and seconded by Derrick Burks.

On a motion by Perry Griffith and seconded by Holly Hill Brooks, the minutes of the September 27, 2010 meeting were approved as previously distributed.

Dan Riley gave the Treasurer's Report covering the first three months of the new school year. He reported that cash on hand for the Indianapolis Met as of September 30, 2010 was \$125,000, higher than July 1, 2010 by \$38,000. Total revenues through September were \$1.2 million, nearly equal to budget. Total expenses through September were also \$1.2 million, again equal to budget. Nearly all expenses were at or below budgeted levels, with the few exceptions being grant related to simple timing issues. Net income for the month was \$16,000 and year to date net loss is \$570. By consent, the Board gave Dan Riley and Scott Bess approval to recast the Indianapolis Met budget to more closely align

with the new structure of the Met, with the understanding that the bottom line expenses and revenues would be the same as approved prior.

For The Excel Center, the cash balance was \$686,000 as of August 31 due to the receipt of a startup loan (\$898,000) from the Indiana Department of Education that is used to handle daily operations until monthly cash payments begin in January from the IDOE. Revenues are well ahead of budget due to Basic Grant funds being based on an enrollment of 315 students instead of the forecast of 200. Expenses to date total \$261,000 and consist mostly of staff costs. Year to date income is \$99,700. Discussion from the Board directed Dan Riley and Scott Bess to manage the cash position of The Excel Center at a reasonable level.

The lists of invoices for August, September and October were presented and, on a motion by Mike O'Connor and seconded by Derrick Burks, were approved unanimously.

Dan Riley discussed the Form 990 for GEI, which had been made available to the Board for preview prior to the meeting. With no further discussion by the Board, the motion to approve the Form 990 was made by Derrick Burks and seconded by Juan Gonzalez and was unanimously approved.

Scott Bess gave an overview of The Excel Center, and the items covered are attached below.

Scott Bess and Carlotta Coopriider discussed realignment of The Indianapolis Met that was presented to Board members in a prior mailing. A great deal of discussion was generated. The Board liked the concept of expanding vocational options for students who would either not pursue post-secondary or who would struggle at a baccalaureate institution. Discussion also focused on the idea of grouping students by academic ability, with general approval but with the caveat to be careful in how students were tracked and that opportunities were available for students to move between groups. On a motion by C. Perry Griffith, Jr. and seconded by Bruce Jacobson, the realignment plan of the Met was approved unanimously.

There was no public comment, and the meeting adjourned at 1:45 pm. The next meeting will be held on Monday, January 31, 2011 at 12:15.

**GOODWILL EDUCATION INITIATIVES, INC.**  
**GOVERNANCE COMMITTEE REPORT**  
**NOVEMBER 29, 2010**

The Governance Committee is composed of Fred C. Tucker III, Bruce Jacobson, and Holly Hill Brooks. The Committee's recommendations are:

For re-election to three-year terms as Directors:

Gina DeSanto  
C. Perry Griffith, Jr.  
Jeff Harrison

For election as Honorary Director:

Gwen Fountain

For election to one-year terms as Officers:

Chairman C. Perry Griffith, Jr.  
Vice Chair Gina DeSanto  
Secretary Holly Hill Brooks

## **Goodwill Education Initiatives Excel Center Report**

**November 29, 2010**

### ***Staffing***

- Staffing for the Center is now complete. To complete staffing for the Drop-in center, 3 part-time child care attendants and 2 senior part time attendants (hired by Goodwill's SCSEP department) were added.

### ***Enrollment***

- Over 1,500 adults have made application to the center as of 11-29-10. Wait list is up over 1,200 applicants. Applications continue to be made online. We have 306 official enrollments. 36 students have been added to the Excel roster from the waiting list as an equal number of students with severe attendance issues have been purged from the roster.

### ***School Climate & Academics***

- An average of 22 credits is needed to graduate among the center's 306 students. 10 of those students need 5 credits or less to earn a diploma, 26 of those students need between 6-10 credits to earn a diploma.
- 16 Excel students have earned 49 credits in English via COMPASS exam test scores. The students earned the credits by virtue of attaining a better than 11<sup>th</sup> grade level achievement level on the test.
- 76 of 302 (25%) of Excel students tested at or above the 10<sup>th</sup> grade level on the TABE test. 40 of 302(13%) tested at or below the 4<sup>th</sup> grade level on the TABE. 186 of 302 (62%) tested between the 5<sup>th</sup> and 9<sup>th</sup> grade level. All students were tested in Reading and Math.
- Coaches are conducting cohort meetings M-F starting at 11:15 am – 8:00 pm where the life skill curriculum is being initiated and regular student updates are discussed. Students sign confidentiality statements to maintain integrity of cohort group discussions.
- Student Barrier Supports: 1) Net book computers - deployed and are in operation in class and off campus; 2) Transportation support - bus passes have been issued to nearly a third of the student body; 3) The Drop-in center has now has been open for three weeks and is in operation from 7:30 am – 9:00 pm. 25 children are currently being serviced. The numbers are increasing as parents complete required paperwork.

- Notable Excel student demographics: 59% unemployed; 68% earn less than \$10K; 73% single; 9% Goodwill employees
- Excel student ethnicity make up is as follows: African American: (67%); White: (24%); Latino/Hispanic: (6%); Multiracial: (3%)
- Plans are underway to have a reading lab conducted by Indy Reads placed in the Excel resource area for our challenged readers.
- Coaches have set up a job readiness program for employment within Retail stores.

**GOODWILL EDUCATION INITIATIVES  
BOARD OF DIRECTORS MEETING  
April 12, 2010**

**MINUTES**

The Board of Directors of Goodwill Education Initiatives, Inc. met at 12:15 p.m., April 12, 2010 at Goodwill's headquarters. Present were:

**Board:**

Fred Tucker, III  
Holly Hill Brooks  
Bruce Jacobson  
C. Perry Griffith  
Dr. Gina DelSanto  
Jeff Harrison  
Gwen Fountain  
Mike O'Connor

**Staff/Other:**

Scott Bess, VP/COO, GEI  
Cindy Graham, VP, Marketing, Goodwill  
Daniel J. Riley, Chief Financial Officer  
Robin Kares, Director, Goodwill Foundation  
Tina Sherrard, Business Manager, GEI  
Carlotta Coopridier, Sophomore School Director  
Robert Moses, Chief of School Operations

**Other Officers:**

James M. McClelland, President

Fred Tucker III, Board Chair, presided.

On a motion by Holly Hill Brooks and seconded by Bruce Jacobson, the minutes of the February 8, 2010 meeting were approved as previously distributed.

Dan Riley gave the Treasurer's Report. He reported that cash on hand as of February 28, 2010 was \$244,000, an increase of \$29,000 from the end of June. Total revenues through February were \$3.0 million, which is 75.2% of the budgeted revenue through 66% of the school year. Total expenses were \$2.9 million, which accounted for 67.9% of the budget. Most of the expense overages were offset by grant revenues, most notably the college scholarships coming from the Central Indiana Community Foundation and the IPIC Summer YouthWorks grant. Net income through December was \$125,000, better than plan and prior year.

The lists of invoices for January and February were presented and, on a motion by Perry Griffith and seconded by Mike O'Connor, were approved unanimously.

Dan Riley gave a report on the State Board of Accounts audit, which covered the period July 1, 2007 to June 30, 2009. The audit identified no significant deficiencies or material weaknesses in internal control over financial reporting. The audit did identify some minor comments:

- The School Board, while approving the accounts payable claims as an agenda item at each board meeting, is not signing the accounts payable voucher register.
  - Response: In addition to Dan Riley's signature, the signatures of Jim McClelland and the Board Chair will be added to the register
- The school did not keep a paper copy of the names of students listed on the Average Daily Membership report submitted to the state
  - Response: All of the state reporting is done electronically, with submission and conflict resolution happening on-line. However, a paper copy will be created after the on-line submission with the information listed in the audit
- The school did not perform a complete claim review process for the school lunch program in 2008, with findings resulting from a review by the Indiana Department of Education
  - Response: School officials responded in August of 2008 with corrective measures, with the DOE responding in September that the actions were acceptable and would correct the findings noted in the review
- The textbook reimbursement claim form for the 2007-2008 school year could not be produced
  - While the claim is submitted electronically to the state, the school will keep paper records of the claim forms

Scott Bess gave the School Report, covering the application for a charter for the Excel Center, an overview of scholarships, a school improvement grant application, staffing and enrollment for next year and work from the compensation and evaluation committee. The report is attached.

Discussion was held on the Excel Center proposal, with Board Members commenting favorably on the concept and the need. Questions were answered about the financial impact, the funding stream, and the potential impact to the Met. Following the discussion, on a motion by Derrick Burks and seconded by Perry Griffith, the Board voted unanimously to support the application for the Excel Center.

A proposal to convert the Met to an extended, year-round calendar was presented by Scott Bess and Carlotta Coopridier. Information about parent information sessions regarding the calendar was presented. Following discussion about funding for the extra teacher days and impact on the budget (Title I monies will be diverted to cover the costs, so no additional funding will be required), the board unanimously approved the calendar on a motion by Derrick Burks and seconded by Mike O'Connor.

There was no public comment, and the meeting adjourned at 2:10 pm. The next meeting will be held on Monday, June 7, 2010 at 12:15.

# **Goodwill Education Initiatives**

## ***School Report*** ***4/12/2010***

### **Senior Achievement**

- Scholarship offers continue to roll in for our seniors
- William Sprowl was named a Lilly Scholar
  - full scholarship for tuition, room and board, books, and a small monthly stipend
  - At Rose-Hulman Institute of Technology, William's scholarship will be worth nearly \$200,000
  - In addition, William was a national winner of a Coca-Cola scholarship worth \$20,000, which he will be able to defer for graduate school

### **School Improvement Grant**

- We are applying for a School Improvement Grant through the Department of Education, using the School Transformation Model
  - Tie teacher evaluation and compensation to student performance
  - Extend student learning time
- Can apply for \$50,000 to \$2,000,000 over a three-year period of time
- Grant is due April 26
- Carlotta Coopridge is heading up the application process
  - Team includes leadership team members, teaching staff, and parents

### **Graduation**

- May 29 at 1:00 at the IUPUI Student Center
  - Parking passes for the attached garage will be provided

### **Staffing**

- Nearly complete with staffing for next school year
- Will add more staff as student enrollment dictates

### **Enrollment**

- 32 applications received for next year
  - Prior to any marketing efforts – 1<sup>st</sup> mailing goes out this week

### **Compensation and Evaluation Committee**

- Committee is composed of 8 staff members and is headed up by Goodwill's EOD organization
- Looking at how to tie staff evaluations and compensation to student performance
  - First 49% of evaluation is based on how well staff do the things they are supposed to do
    - Home visits, learning plans, building relationships with students and parents, etc.
  - 51% of evaluation based on student performance metrics
    - Different metrics for different grade levels
    - Examples include attendance, retention, standardized test scores, student growth, graduation and post-secondary acceptance
- Committee will be finished by the end of the school year

- A “practice” evaluation on the student metrics will be done at the end of the year for all staff members so they can see how they would fare under the system

**GOODWILL EDUCATION INITIATIVES  
BOARD OF DIRECTORS MEETING  
June 7, 2010**

**MINUTES**

The Board of Directors of Goodwill Education Initiatives, Inc. met at 12:15 p.m., June 7, 2010 at Goodwill's headquarters. Present were:

**Board:**

Fred Tucker, III  
Holly Hill Brooks  
Derrick Burks  
C. Perry Griffith  
Dr. Gina DelSanto  
Jeff Harrison  
Gwen Fountain  
Juan Gonzalez

**Staff/Other:**

Scott Bess, VP/COO, GEI  
Cindy Graham, VP, Marketing, Goodwill  
Daniel J. Riley, Chief Financial Officer  
Tina Sherrard, Business Manager, GEI  
Carlotta Coopridier, Indianapolis Met Director  
Robert Moses, Excel Center Director

**Other Officers:**

James M. McClelland, President

Fred Tucker III, Board Chair, presided.

On a motion by Holly Hill Brooks and seconded by Derrick Burks, the minutes of the April 12, 2010 meeting were approved as previously distributed.

Dan Riley gave the Treasurer's Report. He reported that cash on hand as of April 30, 2010 was \$137,000, a decrease of \$84,000 from the end of March. Total revenues through April were \$3.66 million, which is 91.6% of the budgeted revenue through 83.3% of the school year. Total expenses were \$3.6 million, which accounted for 85.6% of the budget. Most of the expense overages were offset by grant revenues, most notably the college scholarships coming from the Central Indiana Community Foundation and the IPIC Summer YouthWorks grant. Net income through April was \$28,000, better than plan and prior year.

The lists of invoices for March and April were presented and, on a motion by Derrick Burks and seconded by Perry Griffith, were approved unanimously.

Scott Bess gave an overview of the new compensation model for the Indianapolis Met staff. The model has 49% of a staff member's evaluation based on how they perform certain tasks (as outlined in a rubric for each position) and 51% based on student performance. All staff members have part of their student performance criteria based on

overall school performance, part based on how their individual team does, and part based on their own individual performance.

Carlotta Coopriider presented the Indianapolis Met school report, updating the Board on staffing, school enrollment, and accomplishments for the year.

Robert Moses presented the Excel Center school report. His update covered the approval of the charter, staffing plans, student recruiting, and pre-opening activities.

Discussion was held on the Excel Center proposal, with Board Members commenting favorably on the concept and the need. Questions were answered about the financial impact, the funding stream, and the potential impact to the Met. Following the discussion, on a motion by Derrick Burks and seconded by Perry Griffith, the Board voted unanimously to support the application for the Excel Center.

There was no public comment, and the meeting adjourned at 1:50 pm. The next meeting will be held on Monday, August 9, 2010 at 12:15.



- The Excel Center is currently applying for the PCSP grant. The PCSP allows the Department of Education to provide sub grants to charter schools for initial planning and implementation activities. Funds will be available from this grant through July 31, 2010.
- Grant is due to IDOE June 15

# **Indianapolis Metropolitan High School**

## **Board Report**

### **June 7, 2010**

#### **2009-2010 Highlights**

- 58 students graduated on May 29th
  - \$900,000 in scholarships
- Staff members recognized for creativity and projects
  - Clare Wildhack-Nolan, Lilly Endowment Teacher Creativity Fellowship Program
  - Kristi Mann, Chad Miller & Kristen Engle - “DonorsChoose” project funds
  - Allen Whitehill Clowes Foundation awarded a grant to the class of 2011 for a senior trip to Washington, DC
- Digital Learning Lessons – the use of the Internet and other digital technology has transformed both *what* students learn and *how* they learn
  - The Net Generation – responds to a variety of media, such as television, audio, animation, and text
  - Navigation through complex information spaces may be the main form of literacy for the 21<sup>st</sup> century

#### **Summer School 2010**

- 120 students enrolled

#### **School Improvement Grant (SIG) Update**

- Required Goals
  - Develop Teacher and Leader Effectiveness
  - Increase Learning Time
  - Comprehensive School Reform Strategies
  - Operational Flexibility and Sustained Support
- \$615,000 per year – eligible for 3 years
  - Comprehensive team included leadership team members, teaching staff, and parents
  - Compensation and Evaluation Committee - 8 staff members
  - Curriculum Committee - 10 staff members
- Next Steps – Summer Professional Development
  - Indiana Public Charter Schools Conference & Expo - (Principal, Class of 2012)
  - Center for Evaluation and Policy Conference - (Carlotta & Principals)
  - School Leadership Retreat - (All Leadership Team Members)
  - Project Based Learning Institute - (Principals, Classes of 2011 & 2014)
  - Indiana Black Expo Statewide Education Conference - (Principal, Class of 2013)

#### **Staffing**

- New staff training starts July 12<sup>th</sup>
- 4 new staff members at the freshmen level
- Multiple staff members from 2009-2010 committed to grade level positions and School Improvement Grant positions

#### **Enrollment**

- 54 applications received for next year's 9<sup>th</sup> graders
- 25 applications received for next year's 10<sup>th</sup> graders
- 29 applications received for next year's 11<sup>th</sup> & 12<sup>th</sup> graders
- Summer open houses, community fairs, e-mail campaigns, and Indy Go bus boards

# Indianapolis Met Realignment

Context and Background

# Why Change?

- On the surface, everything is fine
  - Renewal process is proceeding with few problems
  - Graduation rate continues to be significantly higher than IPS
  - College acceptance continues to be strong
- But...
  - Looking underneath the surface brings issues to the forefront

# Issues

- Graduation Rate
  - High number of GQE waivers
    - Over 20% from every graduating class
    - Remember that the GQE is essentially a 9<sup>th</sup> grade equivalence test in Math and English
  - We have not progressed beyond the mid-60's in our 4-year rate and the mid-70's in our 5-year rate
  - High number of General Education diplomas and low number of Academic Honors diplomas
- College acceptance
  - While most of our students get accepted, there are far too many students who do not get through the first year
  - Very few of our General Education graduates (and almost none with a waiver) follow through with their post-secondary plan

# Issues (continued)

- Test Scores
  - We have always maintained that, while our test scores are not strong, we see great progress
    - The reality is that only 1/3 of our students achieved the expected growth on NWEA last year
    - The reality is that of students in our junior class who spent two full years here, half passed English and Math ISTEP in 8<sup>th</sup> grade and fell off to only a third passing English and less than 20% passing Math ECAs
- Behavior
  - Despite our emphasis on Personal Qualities, student behavior continues to be a major problem
    - Respect for others
    - Student dress
- Attendance
  - Students routinely miss school, show up late, and fail to attend extra opportunities

# What About “The Model”?

- Interesting History
  - In 1995, Goodwill’s retail stores were located in “high need” neighborhoods, offering low income people a place to shop
  - Donated goods were low volume and of low quality
  - Nearly every Goodwill in the country worked off of this model
- The Change
  - Goodwill Industries of Central Indiana made a radical decision to locate stores in more affluent locations next to “big box” retailers
  - Donations skyrocketed and the quality increased dramatically
- The Result
  - Goodwill has grown from 20+ stores and \$12 million in revenue to nearly 50 stores and an anticipated \$80 million in revenue
  - In the past 5 years alone, nearly 1,000 employees have been added in a difficult economic environment
- The Point
  - Do not let “The Model” dictate your continued actions
  - Understand who you are serving and what the data tells you to do

# School Culture Direction

- Four buckets of students
  1. No barriers or issues, strong desire
  2. A barrier, but desire to overcome
  3. Multiple barriers, but desire to overcome
  4. No desire to achieve
- We are done focusing on Bucket 4
  - We have spent an inordinate amount of time trying to serve students who do not want our help
  - In the meantime, those in Buckets 2 and 3 who could achieve suffer from inattention
- Three basic rules – those who do not follow them cannot stay here
  1. Come to school consistently and on time
  2. Make academic progress
  3. Treat others with respect

# Academic Direction

- Two primary drivers
  - Set high standards and expectations
  - Maximize the time students spend with high quality teachers
- Instructional emphasis
  - Cross-curricular, project-based instruction
  - Strong emphasis on college and career readiness
  - Frequent assessments
  - Strategic use of digital instruction
- Long-term relationships
  - Establish structured approach to coaching focusing on improving student mastery of non-cognitive variables

# Final Thoughts

- The decision to realign was not easy, but it is necessary
  - Staying the course was not an option
- Carlotta and her team were given the parameters on the previous slides and have developed the plan that will be presented next
- The question of timing came down to not letting another full year of our known issues continue to be a factor

# Final Thoughts

- We have the opportunity to create something special
  - Based on what we believe
  - Based on what is best for our students
- Whenever a team comes together to invent something it believes in, anything is possible
  - Problems can be overcome
  - Adaptations are made on the fly
- Let's move forward with that attitude and determination

## Implementation of Transformation Model

### ➤ Instructions:

- 1) Using the tables provided, develop a detailed timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur (names of months are sufficient).
- 2) For how the descriptions will be scored, see the attached Transformation Intervention Model scoring rubric.

### Transformation Model

(Guidance Document, Section E, pages 36-41)

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal who led the school prior to implementing the model.</i>	School Principal terminated in March, 2011 Permanent replacement named in July, 2011	Superintendent	July, 2011
2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i>	Implement TAP system, staying true to the model, which relies on multiple student assessments in all subject areas and has a clear focus on student growth. We have already held the teacher vote for implementation and it was unanimous.	Scott Bess/Superintendent and school Principal	June – Initial training July – 2 <sup>nd</sup> round training August – begin implementation

<p>3. <i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.</i></p>	<p>Implement TAP system, incorporating the rubrics for bonuses based on following student performance categories:</p> <ul style="list-style-type: none"> <li>• Absolute student performance on End of Course Assessments</li> <li>• Student growth – using IDOE standard of 8<sup>th</sup> grade ISTEP to 10<sup>th</sup> grade ECA</li> <li>• Graduation rate – includes both 4-year and 5-year</li> <li>• Non-waiver graduation rate</li> <li>• Student attendance</li> <li>• Student retention</li> <li>• Post-secondary attendance</li> </ul>	<p>Scott Bess/Superintendent and Principal</p>	<p>Summer – TAP training 2011-12 school year – measure student performance metrics</p>
	<p>Effectively use TAP cluster groups and multiple evaluations to provide embedded professional development and to provide a mechanism to remove those staff members who do not improve over the year</p>	<p>Principal, Master Teachers</p>	<p>September, 2011 – July, 2012</p>

Elements	Tasks	Lead Person/ Position	Time Period (month)
4. <i>Provide high quality, job-embedded professional development.</i>	Implement TAP cluster groups, held weekly for minimum of 90 minutes per week	Guidance, Principal and Master Teachers	July – create schedule July – December
	Create teacher PD based on individual growth plans from 2010-11 evaluations	Principal, Master Teachers	July, 2011 July, 2011
	Implement 8-Step process for data analysis and strategy development at the foundational level	Principal	September, 2011

<p>5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i></p>	<p>Publicize pay differential – DOE job posting website Implement TAP system career progression</p> <p>Implement Leadership Development program</p> <p>Implement TAP bonus payout Implement TAP Master and Mentor teacher (all teachers have a Master and Mentor teacher to work with)</p>	<p>HR Principal</p> <p>HR, Superintendent Principal Principal</p>	<p>March, 2012 August, 2011 – July, 2012 September, 2011</p> <p>July, 2012 August, 2011</p>
<p>6. <i>Provide increased learning time for students and staff.</i></p>	<p>Continue extended calendar (200 student days and 225 staff days) – also features short summer break to decrease summer learning loss. Extra learning time amounts to 130 hours) Make effective use of 21<sup>st</sup> Century Learning Community program to allow after-school tutoring for students in need – Extra learning time amounts to 200 hours</p>	<p>All</p> <p>Director of Youth Services, Principal</p>	<p>August, 2011 – July, 2012</p> <p>August, 2011 – July, 2012</p>
<p>7. <i>Use data to implement an aligned instructional program.</i></p>	<p>Implement 8-Step process for our foundational level of academics and social development – Assessments include ACT suite, ECA exams and ongoing formative content assessments</p>	<p>Principal and College and Career Director</p>	<p>August, 2011 – July, 2012</p>

Elements	Tasks	Lead Person/ Position	Time Period (month)
8. <i>Promote the use of data to inform and differentiate instruction.</i>	<p>Implement 8-Step process</p> <p>Fold data from 8-Step into TAP cluster groups – weekly meetings of 90 minutes per week</p>	<p>Principal</p> <p>Principal, Master Teachers</p>	<p>August, 2011 – July, 2012</p> <p>August, 2011 – July, 2012</p>
9. <i>Provide mechanisms for family and community engagement.</i>	<p>Continue quarterly family nights, combining student exhibitions with food pantry availability</p> <p>Continue with mentoring and internship opportunities for individuals and businesses</p> <p>Use results of the 2010-11 Parent and Student survey (all students and parents) conducted by the Mayor's Office of Educational Innovation to refine services</p>	<p>Community Coordinator, Social Worker Career Pathways Specialist Community Coordinator</p>	<p>August, 2011 – July, 2012</p> <p>August, 2011 – July, 2012</p> <p>August, 2011 – July, 2012</p>
10. <i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).</i>	<p>Implement GEI Board strategic planning governance section (high level oversight with local school control)</p> <ul style="list-style-type: none"> <li>• All hiring and teacher placement decisions rest with the Principal</li> <li>• Budgeting bottom line is approved by Board, but school has total control over line items</li> <li>• Extended school calendar was designed by school staff and approved by Board</li> </ul>	Superintendent	July, 2011

<i>11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>	Continue TAP training through IDOE and CELL	Principal	June, 2011 – July, 2012
	8-Step Process training through IDOE	Principal	June, 2011 – July, 2012
	Continue SIG monthly phone calls and quarterly site visits	Principal, IDOE	August, 2011 – July, 2012

### **Pre-Implementation**

*Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.*

Action:

Timeline:

Budget:

### **Check Your Work - Additional Requirements for All Models**

Requirement	Yes	No
1. All the elements of the selected intervention model are included.	√	
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.	√	

3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 school year.	√	

## Transformation Intervention Scoring Rubric

Required Element	Possible Tasks: Score 3 Exceptional	Possible Tasks: Score 2 Adequate	Possible Tasks: Score 1 Inadequate	Score
1. Replace the principal who led the school prior to implementing the model.	<ul style="list-style-type: none"> <li>Principal is replaced with one that has evidence of a proven track record</li> </ul>	<ul style="list-style-type: none"> <li>Principal is replaced with one without evidence of a proven track record</li> </ul>	<ul style="list-style-type: none"> <li>Principal is replaced with one having an ineffective track record</li> </ul>	
2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement	<ul style="list-style-type: none"> <li>Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation systems for principal and teachers includes a single assessment aligned to student academic growth</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation systems for principal and teachers does not include an assessment aligned to student academic growth</li> </ul>	
	<ul style="list-style-type: none"> <li>Evaluation systems are developed with teachers' and principal involvement</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation systems are developed with teachers' or principals involvement</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation system development does <i>not include involvement</i> of principal or teachers</li> </ul>	
3. Reward school leaders, teachers and staff who, in implementing the model, increase student achievement or high school graduation rates; remove those who,	<ul style="list-style-type: none"> <li>Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.</li> </ul>	<ul style="list-style-type: none"> <li>Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.</li> </ul>	<ul style="list-style-type: none"> <li>Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.</li> </ul>	

after professional development, have not.	<ul style="list-style-type: none"> <li>○ The awards correspond to <i>effective practices</i> of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment</li> </ul>	<ul style="list-style-type: none"> <li>○ The awards correspond to <i>effective practices</i> of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions</li> </ul>	<ul style="list-style-type: none"> <li>○ Awards <i>not described or do not correspond to effective practices</i> of retaining teachers and thus are unlikely motivators</li> </ul>	
	<ul style="list-style-type: none"> <li>○ Provides a comprehensive, <i>effective, and logical</i> process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates; plan must provide an implementation timeline and pathways for improvement or release</li> </ul>	<ul style="list-style-type: none"> <li>○ Provides description of <i>effective and logical</i> process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates</li> </ul>	<ul style="list-style-type: none"> <li>○ Description for assisting teachers who are not improving student learning or graduation rates is <i>not given, not detailed, or not likely to change teachers' practices</i></li> </ul>	
4. Provide high-quality, job embedded professional development	<ul style="list-style-type: none"> <li>○ Topics of professional development are <i>determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Topics of professional development are <i>connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Topics of professional development are <i>disparate; do not align to SIG goals, needs assessments or other data points; established by the LEA; not differentiated by teacher need</i></li> </ul>	
	<ul style="list-style-type: none"> <li>○ Professional development is conducted <i>weekly through job- embedded opportunities at the school</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Professional development is conducted <i>monthly through job- embedded opportunities at the school</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Professional development is <i>rarely</i> provided at the school; <i>usually occurs as a whole district</i></li> </ul>	

	<ul style="list-style-type: none"> <li>Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction</li> </ul>	<ul style="list-style-type: none"> <li>Professional development often includes vertical collaboration; may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction</li> </ul>	<ul style="list-style-type: none"> <li>Focus of professional development is <i>not related to teacher collaboration, coaching and mentoring, data analysis or curriculum and instruction</i></li> </ul>	
5. Implement strategies to recruit, place, and retain staff	<ul style="list-style-type: none"> <li>Recruitment and retention of staff includes at least three <i>strategies known to be effective</i>, such as improving working conditions, providing higher salaries, and offering job promotions</li> </ul>	<ul style="list-style-type: none"> <li>Recruitment and retention of staff includes at least two <i>strategies known to be effective</i>, such as improving working conditions, providing higher salaries, and/or offering job promotions</li> </ul>	<ul style="list-style-type: none"> <li>Strategies for recruitment and retention <i>do not correspond with strategies known to be effective</i></li> </ul>	
	<ul style="list-style-type: none"> <li><i>Mentors and/or coaches are provided for all staff</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Mentors and/or coaches are provided for identified groups of teachers, such as newer teachers or those changing grade levels</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Mentors nor coaches are included</i></li> </ul>	
6. Provide increased learning time for students and staff	<ul style="list-style-type: none"> <li>Provides increased, intentional learning time driven by student data indicated for <i>all</i> students and staff</li> </ul>	<ul style="list-style-type: none"> <li>Provides increased learning time for <i>all</i> students and staff</li> </ul>	<ul style="list-style-type: none"> <li>Does not provide increased learning time for all students and staff</li> </ul>	
	<ul style="list-style-type: none"> <li>Time is of <i>extensive length (at least 300 hours)</i> to potentially increase learning</li> </ul>	<ul style="list-style-type: none"> <li>Time is of <i>sufficient length (at least 180 hours)</i> to potentially increase learning</li> </ul>	<ul style="list-style-type: none"> <li>Time is <i>not of sufficient length (90 hours or less)</i> to create change</li> </ul>	
7. Use data to implement an aligned	<ul style="list-style-type: none"> <li>LEA <i>provides multiple assessments and data points</i></li> </ul>	<ul style="list-style-type: none"> <li>LEA provides some <i>assessments and data</i> with minimal</li> </ul>	<ul style="list-style-type: none"> <li>LEA <i>provides minimal assessments</i> with no data; technology is not</li> </ul>	

instructional program	<i>through technology-based resources</i> for the school to align its instructional program	technology for the school to align its instructional program	used	
	<ul style="list-style-type: none"> <li>○ LEA provides <i>intensive and ongoing</i> professional development in conducting and using assessment results to inform instructional decision making throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>○ LEA provides professional development in conducting and using assessment results to inform instruction throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>LEA rarely provides</i> professional development for teachers to increase skills in conducting assessments and using results to inform instruction</li> </ul>	
8. Promote the use of data to inform and differentiate instruction	<ul style="list-style-type: none"> <li>○ Provides <i>frequent structured time</i> (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide <i>regular time</i> (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Rarely</i> provides time for teachers to collaborate and analyze student data and make instructional decisions</li> </ul>	
	<ul style="list-style-type: none"> <li>○ Provides <i>extended, job-embedded professional development</i> that includes observation and coaching to increase knowledge of differentiated instruction</li> </ul>	<ul style="list-style-type: none"> <li>○ Provides <i>job-embedded professional development</i> to increase knowledge of differentiated instruction</li> </ul>	<ul style="list-style-type: none"> <li>○ Provides professional development that occurs <i>outside of the classroom</i> and does <i>not focus on</i> live student data or on improving differentiated instruction</li> </ul>	
9. Provide mechanism for family and community engagement	<ul style="list-style-type: none"> <li>○ LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of</li> </ul>	<ul style="list-style-type: none"> <li>○ LEA conducts a basic, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and</li> </ul>	<ul style="list-style-type: none"> <li>○ LEA did not conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these</li> </ul>	

	the resources in the community that could be aligned, integrated, and coordinated to address these challenges.	coordinated to address these challenges.	challenges.	
10. Give school sufficient operational flexibility	<ul style="list-style-type: none"> <li>○ LEA provides a comprehensive documents or plan that indicates areas that will grant <i>significant</i> operational decisions to the school</li> </ul>	<ul style="list-style-type: none"> <li>○ LEA provides a document or plan that indicates areas that will grant <i>minor</i> operational decisions to the school</li> </ul>	<ul style="list-style-type: none"> <li>○ LEA <i>does not provide a document or plan that indicates</i> authority will be granted to the school to make operational decisions; or the decisions allowed are <i>not of significance</i>.</li> </ul>	
11. LEA, SEA, or designated external partner(s) assist the school with ongoing technical assistance and support	<ul style="list-style-type: none"> <li>○ <i>Multiple</i> supports detailed; occur <i>throughout the year</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Some</i> supports detailed; occur <i>throughout the year</i></li> </ul>	<ul style="list-style-type: none"> <li>○ No supports are described; support appears <i>sporadic</i></li> </ul>	
	<ul style="list-style-type: none"> <li>○ Multiple support for <i>both</i> teachers and principals are in place</li> </ul>	<ul style="list-style-type: none"> <li>○ Some supports for <i>both</i> teachers and principals are in place</li> </ul>	<ul style="list-style-type: none"> <li>○ Support for <i>both</i> teachers and principals are not in place or transparent</li> </ul>	
	<ul style="list-style-type: none"> <li>○ Provided by external, <i>experienced leaders</i> in change and in the school model</li> </ul>	<ul style="list-style-type: none"> <li>○ Provided by <i>external leaders</i> in change with knowledge of the identified school model</li> </ul>	<ul style="list-style-type: none"> <li>○ Provided by district staff or others <i>without proven track records</i> in school change or the model</li> </ul>	

Total Score \_\_\_\_/66

## Annual Goals for Tier I and Tier II Schools for Accountability

### Instructions:

- 1) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
  - One English/language arts goal for “all students.”
  - One mathematics goal for “all students.”
  - For examples of goals, see guidance document, H-25, p. 41.
- 3) Schools serving students in grade 12 must also include a goal related to graduation.
- 4) Include goals for the three-year duration of the grant.

*Note: Goals must be measureable and aggressive, yet attainable.*

<b>SY 2010-2011 Baseline Data E/LA and Math</b> (most recent available data that corresponds to the proposed goals)	<b>Annual Goals</b>		
	<b>SY 2011-2012</b>	<b>SY 2012-2013</b>	<b>SY 2013-2014</b>
<i>Example: 50% of all students are proficient on ISTEP+ mathematics</i>	<i>75% of all students are proficient on ISTEP+ mathematics</i>	<i>85% of all students are proficient on ISTEP+ mathematics</i>	<i>95% of all students are proficient on ISTEP+ mathematics</i>
<b>E/LA – 35% of students passed 2010 English 10 ECA</b>	<b>65% of students pass English 10 ECA</b>	<b>75% of students pass English 10 ECA</b>	<b>85% of students pass English 10 ECA</b>
<b>Math – 3% of students passed 2010 Algebra I ECA</b>	<b>60% of students pass Algebra I ECA</b>	<b>70% of students pass Algebra I ECA</b>	<b>80% of students pass Algebra I ECA</b>

<b>SY 2010-2011 Baseline Data</b>  Graduation Rate	<b>Graduation Rate Goals</b>		
	<b>SY 2011-2012</b>	<b>SY 2012-2013</b>	<b>SY 2013-2014</b>
<b>4-year graduation rate of 50%</b>	<b>4-year rate of 65%</b>	<b>4-year rate of 70%</b>	<b>4-year rate of 80%</b>
<b>5-year graduation rate of 70%</b>	<b>5-year rate of 75%</b>	<b>5-year rate of 80%</b>	<b>5-year rate of 85%</b>



## LEA Budget/Capacity to Implement the Intervention Model

➤ **Instructions:** Consider each topic under the column “Capacity Task” and determine if the district has or will have the ability to complete this task. Select “yes” or “no.” List the evidence available and attach to the application for each task. (Scoring rubric is below).

Capacity Task	Yes	No	District Evidence
<p>I. The budget includes attention to each element of the selected intervention.</p> <p><i>All models</i></p>	√		<p><b>Develop Teacher and Leader Effectiveness</b></p> <p><b>\$100,000 is included for staff and school leader rewards for increased student achievement and graduation rates. \$65,000 is committed to non-TAP professional development.</b></p> <p><b>Increasing Learning Time and Creating Community-Oriented Schools</b></p> <p><b>\$59,000 of the budget is allocated for our extended calendar. This is the 2nd year of our increased salaries for teachers to work 225 days in the year (including 200 student days), and we are gradually absorbing the increases into our operating budget. In addition, we have four staff members in the budget to allow for increased learning time for students. One of those positions in particular (Music/Art) has been actively involved in creating family and community engagement through programs presented at our family nights. Roughly \$190,000 is devoted to these staff positions.</b></p> <p><b>Comprehensive Instructional Reform Strategies</b></p> <p><b>Our professional development services and a large portion of our substitute funding is to allow implementation of the 8-Step process to promote the use of student data to inform and differentiate instruction. Total dollars in this category are \$57,000. In addition, we have allocated \$185,000 in equipment and technology to improve</b></p>

			<p>student learning in the classroom.</p> <p><b>Provide Operational Flexibility and Sustained Support</b></p> <p><b>As mentioned above, the staff had the operational flexibility to increase the number of student days in the calendar, and the attached budget supports the increased time for staff to make that happen.</b></p>
<p>2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years.</p> <p><i>All models</i></p>	√		<p><b>The budget was approved with the original application and is sufficient to support the intervention throughout the length of the Transformation process.</b></p>
<p>3. Projected budgets meet the requirements of reasonable, allocable, and allowable.</p> <p><i>All models</i></p>	√		<p><b>The budget was approved within the original application, and subsequent modifications have been approved by IDOE Title I staff as required.</b></p>
<p>4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school.</p> <p><i>All models</i></p>	√		<p><b>See attached budget for the 2011-12 school year</b></p>
<b>Capacity Task</b>	<b>Yes</b>	<b>No</b>	<b>District Evidence</b>
<p>5. The district has the resources to serve the number of Tier I and II schools that are indicated.</p>	√		<p><b>As a charter school, we only have one school in our district and have sufficient resources. Our first year SIG review notes the resources available and the willingness of the staff to support the necessary changes.</b></p>

All models			
------------	--	--	--

<p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p>All models</p> <ul style="list-style-type: none"> <li>Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application</li> <li>Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions</li> <li>Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application</li> <li>Funding supports the schools current capacity to improve student achievement</li> </ul>	√		<p><b>As noted above, funding requests in the budget tie directly to the critical elements of the Transformation model. As identified in our original SIG application, because our students come to us being substantially below grade level, increasing the learning time and having more highly qualified teachers available are critical needs. The majority of our funding requests tie directly to the extended calendar and additional staffing. Because we are asking staff to take on additional work and responsibility, we likewise have put into our funding request extensive rewards for teachers and staff. Finally, to allow for capacity infrastructure to improve student achievement, we have funding requests for technology targeted directly to the classroom. Evidence is contained in the attached budget.</b></p>
--	---	--	---

Capacity	Yes	No	District Evidence
<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Data portfolios of incoming staff/leaders</i></li> <li>• <i>Highly Qualified in content of contractual agreement</i></li> <li>• <i>Samples of implemented school improvement plans with documented outcomes using data</i></li> </ul>	√		<p><b>All staff members at the Met are Highly Qualified in their content area as noted in our Mayor's Office of Educational Innovation monthly reports. Of the four final candidates for the Principal position, all have a proven track record of leading successful schools.</b></p>
<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Staff Assurances</i></li> <li>• <i>Staff Surveys</i></li> <li>• <i>Staff Needs Assessments</i></li> </ul>	√		<p><b>Not only is the staff fully on board with the changes being implemented (as evidenced in our Year One SIG Review), they have been fully involved in designing the changes and leading the implementation. When we held our staff vote for implementing TAP, the result was a 26-0 vote in favor of moving forward.</b></p>
<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Parent Meeting Agendas</i></li> <li>• <i>Parent Surveys</i></li> <li>• <i>Parent Focus Groups</i></li> </ul>	√		<p><b>Parent meetings were held prior to the 2010-11 school year to allow for input on the extended calendar. Over 100 parents attended one of the multiple meetings, and on the surveys collected, 94 parents responded as "Strongly Support" or "Support" the move to add student days for more learning against only 13 who were "Do not Support" or "Unsure".</b></p> <p><b>During December and January, multiple parent focus groups were held to discuss the scheduling changes and the increased focus on</b></p>

			improving students' foundational skill set in core academic areas and in social behavioral skills. While there was a great deal of discussion, in the end there was broad consensus for moving forward with the changes. Additionally, when a principal change was done midway through the school year, parents were afforded the opportunity at parent meetings on March 3 and March 10 to voice any concerns. With over 60% of families represented at those meetings, only 5 expressed any issues, and those were quickly resolved to their satisfaction.
--	--	--	--

Capacity Task	Yes	No	District Evidence
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li><i>School Board Assurances</i></li> <li><i>School Board Meeting Minutes from proposal and or discussion</i></li> <li><i>Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i></li> </ul>	√		<p>The GEI school board is fully supportive of the changes. At the November, 2010 meeting, the realignment plan was unanimously approved. At the June, 2010 board meeting the move towards a teacher compensation model based primarily on student performance was discussed and approved. Finally, in April of 2010, the board approved the move to a year-round, extended calendar.</p>

<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li><i>Superintendent Assurance</i></li> <li><i>School Board Meeting Minutes from proposal</i></li> </ul>	√		<p>Attached is a presentation delivered by the Superintendent to the Met staff in December, 2010 and also presented to the GEI Board in January, 2011. The school is currently in the process of hiring a school leader with a strong history of student achievement. That hiring will be complete by July 9.</p>
--	---	--	---

<i>and or discussion</i> <ul style="list-style-type: none"> <li>• Superintendent SIG Presentation</li> <li>• Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</li> </ul>			
Capacity Task	Yes	No	District Evidence
<p>12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• Teacher Union Assurance</li> <li>• An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</li> </ul>	N/A		Our charter school does not have a union presence.
<p>13. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</li> <li>• Statewide and national postings</li> <li>• External networking</li> </ul>	√		Our principal job search was posted on our school web site, on the IDOE website, and on the Indiana Association of School Principals website. Additionally, contact was made with the state and national offices of Teach for America and with UIndy's CELL staff members. Candidates came from around the state and neighboring states. At the time of this writing, 4 candidates are scheduled for interviews on July 6.

--	--	--	--

Capacity Task	Yes	No	District Evidence
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li><i>Principal and staff hiring practices</i></li> <li><i>Principal and staff transfer policies/procedures</i></li> <li><i>principal and staff recruitment, placement and retention procedures</i></li> </ul>	√		<p><b>The principal search process is as follows:</b></p> <ul style="list-style-type: none"> <li><b>Job posted on various websites as described above</b></li> <li><b>Resumes received and screened for minimal qualifications</b></li> <li><b>Candidate data forms are sent to 15 candidates, with questions designed to verify leadership skills, organizational fit, and turnaround abilities</b></li> <li><b>Phone screenings held with 7 of the 15 after reviewing the candidate data forms</b></li> <li><b>4 of the 7 are invited in for interviews</b></li> <li><b>Interviews conducted on July 6, involving central office leadership, school staff members, and students – total staff involved in selection is 15 out of 55 full time staff members</b></li> </ul> <p><b>Staff recruitment was completed for the 2011-12 school year, with staff being sourced from Teach for America and the Indianapolis Teaching Fellows programs. 3 existing staff members whose evaluations were unsatisfactory were let go at the end of the 2010-11 school year and are being replaced with more qualified teachers. 6 of our current certified teaching staff are in school leadership programs, including those from Columbia University, Marian</b></p>

			<b>University, and the University of Indianapolis. All of those in the programs are doing so with the school paying all of the costs involved. This is part of our retention strategy for high-performing staff members.</b>

<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Monthly focus with identified objectives</i></li> <li>• <i>Smart Goals</i></li> <li>• <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i></li> <li>• <i>Streamline and scaffolded focus aligned to key findings and root causes in SIG application</i></li> </ul>	√		<p><b>As noted during the Year One SIG Review, the school is on track with progress towards implementation. Despite a slow start, once the move to change school leadership was made, the school has made rapid progress.</b></p> <p><b>Close attention is being paid to the key findings and root causes in the SIG application, including attendance, retention, and student test scores. The 2010-2011 school year featured the best performance ever on standardized Mathematics tests. Staff meetings have been held to focus on student attendance and plans are in place to address those issues in the coming school year.</b></p>
---	---	--	--

<b>Capacity Task</b>	<b>Yes</b>	<b>No</b>	<b>District Evidence</b>
<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p>	√		<p><b>One of the most pressing needs discovered during the previous school year was for high-level curriculum development capability. While there were staff members interested in curriculum development and with some capability, we lacked a high level of knowledge in this area. On July 1, Dr. Schauna Findlay begins</b></p>

<ul style="list-style-type: none"> <li>• <i>Professional Development sign in sheets aligned to SIG funded PD</i></li> <li>• <i>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i></li> </ul>			<p><b>employment with GEI as the Chief Academic Officer, with primary responsibility for overseeing the Met's curriculum. Dr. Findlay's most recent experience as Director of Curriculum and Instruction with the IDOE makes her imminently qualified to take our school to the next level. In addition, another area of need was in technology leadership to ensure that monies spent on technology were being put to good use. To that end, a Technology Director was hired in May, 2011. Debbie Babcock has experience as a technology leader in schools and in private enterprise (the Children's Museum) and has already made a difference in technology implementation.</b></p>
--	--	--	---

<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Town Hall Meetings</i></li> <li>• <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i></li> <li>• <i>Town Hall sign in sheets</i></li> <li>• <i>Community Partner Assurances</i></li> <li>• <i>Documentation of mailings</i></li> </ul>	√		<p><b>During the 2010-2011 school year, 6 parent nights were held, with school realignment being part of each meeting. In addition, two community events were held at the school in October, 2010 and in May, 2011 with representatives from businesses on site to hear about the changes and progress towards those changes.</b></p>
---	---	--	---

Capacity Task	Yes	No	District Evidence
<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p>	√		<p><b>All of our funding sources are aligned towards the Transformation model. Our Title I monies are allocated towards reading interventions, additional staffing for smaller class sizes and materials to support those functions. Our Title II monies are used to support</b></p>

<ul style="list-style-type: none"> <li>• Title I</li> <li>• Title II</li> <li>• Title III</li> <li>• IDEA</li> <li>• E-Rate</li> <li>• TAP</li> </ul>			<p>differentiated salaries for hard to hire areas (<b>STEM</b> in particular) to allow for highly qualified teachers in all subject areas. Our Special Education funding is targeted at resources for our most difficult to serve students as well as funding for tutors to be available for all students during the school day. E-Rate is in full force, as we receive a <b>90% discount</b> on Internet and phone service. We utilize TIF funding for TAP. In addition, we have received private funding for facilities additions, for an on-site food pantry, for medical care for students, and for student scholarships.</p>
---	--	--	---

<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i></li> <li>• <i>Increased learning time for students is tiered and supported by licensed and/or</i></li> </ul>	√		<p><b>As described above, our extended calendar (200 student days and 225 staff days) allow for increased instructional time. We are a 21<sup>st</sup> Century Community Learning Center, which allows for after-school tutoring and school activities. These occur four days per week for two hours per day. We spread the 200 student learning days throughout the calendar to minimize learning loss over the summer period. During the summer sessions, students are earning credits towards diplomas, taking college classes, or doing End of Course Assessment remediation. This approach will be carried forward to</b></p>
---	---	--	--

<p><i>highly qualified educators</i></p> <ul style="list-style-type: none"> <li>• <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i></li> <li>• <i>Increased learning time is structured as a vehicle to support differentiated learning (ex:...)</i> <ul style="list-style-type: none"> <li>○ <i>An additional block of time embedded into the school day</i></li> <li>○ <i>Summer enrichment/remediation</i></li> <li>○ <i>Saturday intervention</i></li> <li>○ <i>Before or after school enrichment/remediation</i></li> <li>○ <i>School vacation weeks</i></li> </ul> </li> <li>• <i>Compensation for extended day is identified by the LEA</i></li> </ul>			<p><b>all subsequent school years. For our teaching staff, a 10% salary increase was granted in August of 2010 to allow for the increased time spent as part of the extended calendar. Those increases are now part of the salary schedule, so all new staff members also benefit. This has made us one of the highest paying schools in the area in terms of starting pay and has helped our ability to attract high quality candidates.</b></p>
---	--	--	---

## LEA Budget/Capacity Scoring Rubric

Capacity Task	Yes	No	IDOE Comments
<p>I. The budget includes attention to each element of the selected intervention.</p> <p><i>All models</i></p>			

<p>2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years.</p> <p><i>All models</i></p>			
<p>3. Projected budgets meet the requirements of reasonable, allocable, and allowable.</p> <p><i>All models</i></p>			
<p>4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school.</p> <p><i>All models</i></p>			
<p>5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated.</p> <p><i>All models</i></p>			
<p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application</li> <li>Funding should directly impact the schools</li> </ul>			

<p>improvement processes for supporting prescriptive and intentional designed interventions</p> <ul style="list-style-type: none"> <li>• Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application</li> <li>• Funding supports the schools current capacity to improve student achievement</li> </ul>			
<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Data portfolios of incoming staff/leaders</i></li> <li>• <i>Highly Qualified in content of contractual agreement</i></li> <li>• <i>Samples of implemented school improvement plans with documented outcomes using data</i></li> </ul>			
<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Staff Assurances</i></li> <li>• <i>Staff Surveys</i></li> <li>• <i>Staff Needs Assessments</i></li> </ul>			

<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Parent Meeting Agendas</i></li> <li>• <i>Parent Surveys</i></li> <li>• <i>Parent Focus Groups</i></li> </ul>			
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>School Board Assurances</i></li> <li>• <i>School Board Meeting Minutes from proposal and or discussion</i></li> <li>• <i>Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i></li> </ul>			
<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Superintendent Assurance</i></li> <li>• <i>School Board Meeting Minutes from proposal and or discussion</i></li> <li>• <i>Superintendent SIG Presentation</i></li> <li>• <i>Creation of a new turnaround office (or</i></li> </ul>			

<p><i>reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i></p>			
<p>12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• <i>Teacher Union Assurance</i></li> <li>• <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i></li> </ul>			
<p>13. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i></li> <li>• <i>Statewide and national postings</i></li> <li>• <i>External networking</i></li> </ul>			

<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• <i>Principal and staff hiring practices</i></li> <li>• <i>Principal and staff transfer policies/procedures</i></li> <li>• <i>principal and staff recruitment, placement and retention procedures</i></li> </ul>			
---	--	--	--

<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Monthly focus with identified objectives</i></li> <li>• <i>Smart Goals</i></li> <li>• <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i></li> </ul>			
--	--	--	--

<ul style="list-style-type: none"> <li>Streamline and scaffolded focus aligned to key findings and root causes in SIG application</li> </ul>			
<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> <li>Professional Development sign in sheets aligned to SIG funded PD</li> <li>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</li> </ul>			
<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>Town Hall Meetings</li> <li>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</li> <li>Town Hall sign in sheets</li> <li>Community Partner Assurances</li> </ul>			

• <i>Documentation of mailings</i>			
------------------------------------	--	--	--

<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Title I</i></li> <li>• <i>Title II</i></li> <li>• <i>Title III</i></li> <li>• <i>IDEA</i></li> <li>• <i>E-Rate</i></li> <li>• <i>TAP</i></li> </ul>			
---	--	--	--

<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i></li> <li>• <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i></li> <li>• <i>A needs assessment has been completed to identify areas where extended time can</i></li> </ul>			
--	--	--	--

<p><i>be most effectively used</i></p> <ul style="list-style-type: none"> <li>• <i>Increased learning time is structured as a vehicle to support differentiated learning (ex:...)</i> <ul style="list-style-type: none"> <li>○ <i>An additional block of time embedded into the school day</i></li> <li>○ <i>Summer enrichment/remediation</i></li> <li>○ <i>Saturday intervention</i></li> <li>○ <i>Before or after school enrichment/remediation</i></li> <li>○ <i>School vacation weeks</i></li> </ul> </li> <li>• <i>Compensation for extended day is identified by the LEA</i></li> </ul>			
--	--	--	--

## LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ *Instructions:*

- 1) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2011-2012*.
- 2) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
- 3) For how the descriptions of commitments will be scored, see the attached scoring rubric.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p><b>I. Design and implement school intervention model consistent with federal application requirements.</b></p> <p><i>The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:</i></p> <ol style="list-style-type: none"> <li>(a) Assessing the completed SIG School Needs Assessment to identify the greatest needs;</li> <li>(b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities;</li> <li>(c) Assessing the alignment of the LEA and school improvement processes for</li> </ol>	<p>In the Spring of 2010, Indianapolis Metropolitan High School selected the Transformational intervention model as a means to improve student achievement. Our School Needs Assessment, completed in April, 2010, showed that our achievement in standardized test scores (using data from the 2008-2009 school year as a baseline) lagged behind best of class urban schools. Specifically, there were achievement gaps for our African-American (particularly males), free/reduced lunch participants, and special education students.</p> <p>Further analysis using End of Course assessment data was completed in the Fall of 2010 and reinforced the earlier findings. High on the list of needs was matching the curriculum being taught to Indiana standards and ensuring that students had access to highly qualified teachers in the core content areas.</p> <p>Accordingly, in January of 2011, an organizational shift occurred within the school that provided the opportunity for those needs to be addressed. High need students were identified and paired with our most accomplished highly qualified teachers. The previous organization of the school divided the teachers into grade level teams, which provided for constant relationships, but limited students' access to effective teachers on a continuous basis.</p>

<p>supporting the designed interventions;</p> <p>(d) Assessing other resources that will support the design and implementation efforts of selected interventions;</p> <p>(e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process;</p> <p>(f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses;</p> <p>(g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly),</p> <p>(h) Maintaining accurate documentation of meetings and communications,</p> <p>(i) Following and/or revising schedules, goals, and timeline as needed, and</p> <p>(j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.</p>	<p>In parallel, we also were one of 45 schools across the state to select the TAP system as a means to improve instruction. TAP provides intensive, continuous embedded professional development. Weekly 90-minute cluster group meetings allow for close examination of student data, modeling of instructional strategies by Master Teachers, and follow-up on the implementation of those strategies in the classroom. At the point of this writing, our school leadership team has completed the first portion of TAP training and will be ready to implement the system fully in August. CELL has been the primary partner in delivering the training and assisting us in the process, along with NIET, which is the developer of TAP.</p> <p>To provide additional supports for teachers, we have also participated in 8-Step Process training through IDOE and MSD of Warren Township. We will implement 8-Step in the Fall of 2011 for our staff working at the foundational academic and social behavior level with students. We have completed training and identified student data that will form the basis for our work. We will continue to work with our partners in the implementation.</p> <p>All SIG schedules, data and forms have been completed as required. Monthly phone meetings were held throughout the year along with the quarterly site visits, with the final quarterly meeting being an external review of our first year. Going forward, we will continue to meet those requirements as part of our continued participation.</p>
---	---

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p><b>(2) The LEA has or will recruit, screen, selects and support appropriate external providers.</b>  <i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p> <p>(a) Identifying external providers based on each school's SIG needs;</p> <p>(b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;</p> <p>(c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;</p> <p>(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p> <p>(e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to</p>	<p>During the 2010-2011 school year, Indianapolis Metropolitan High School selected multiple external providers, with roles ranging from occasional staff development training to continuous student contact. These providers, in general, were selected based on their track record, recommendation of IDOE staff, or as the provider of record for a specific program.</p> <p>For partnerships that we selected for specific training needs, we looked at 3 criteria: Did the provider have a strong, documented track record of producing results; Did the training meet a specific student need; and did the provider offer on-going support throughout the year.</p> <p>Our first implementation of this was the selection of the Buck Institute for project-based learning staff development. While we had done staff training for project-based learning in the past, it was generally delivered with internal resources and did not lead to the implementation of best practices. Buck Institute was selected because of its track record of not only providing training on best practices in project-based learning, but delivering strong continuous feedback to teachers who have gone through the training. Through its partnership with IDOE, the seminars delivered by Buck Institute have consistently been highly rated. Through our training, we were able to construct classes that were based on hands-on projects that were cross-curricular and that embedded Indiana Academic Standards into the teaching and learning.</p> <p>When IDOE announced the opportunity for schools to participate in TAP, our research showed that TAP was the best model for us that would integrate teacher effectiveness with student achievement. Throughout the implementation process, CELL has been a superior provider. Leadership from CELL participated in all of our interviews to select our Master and Mentor teachers and provided valuable feedback into the selection process. We have participated in all of the TAP seminars and training that have been coordinated and delivered by CELL. We sent</p>

<p>the school's identified needs,</p> <p>(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE.</p> <p>(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),</p> <p>(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and</p> <p>(i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.</p>	<p>multiple staff members to the TAP national conference and sent staff members to visit a TAP school to see the system in action in a live setting.</p> <p>One of the challenges we face as an urban school is the number of students who are identified as "at risk" because of social or family support barriers. We selected Jobs for Americas Graduates as a provider because of their documented history (nationally and over more than a decade) of graduation rates over 90% for program participants. JAG staff is in our school daily and are part of the school schedule. They serve the most challenged 10% of our student population, and we have used their techniques and curriculum to help us serve other challenged students who are not in the program.</p> <p>Finally, IDOE Title I staff approached us in the early Spring to urge us to implement the 8-Step process to allow for a more structured approach of analyzing student data and developing strategies based on that data. Through extensive communications with MSD of Warren Township schools, including a full-day on-site visit, we have moved forward with the training necessary to implement the process.</p>
--	--

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<b>3. Align other resources with the school improvement model.</b> (For examples of resources and how they might align, see Attachment C).	
<p><b><i>The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to:</i></b></p> <ul style="list-style-type: none"> <li>(a) Identifying resources currently being utilized in an academic support capacity;</li> <li>(b) Identifying additional and/or potential resources that may be utilized in an academic support capacity;</li> <li>(c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions;</li> <li>(d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment);</li> <li>(e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet</li> </ul>	<p>As we entered the 2010-2011 school year, we had a basic understanding of the commitments and resources that would be required to successfully implement the transformation process. However, as we progressed through the first quarter, we got feedback from several areas that caused us to reassess our resource allocation. We received our first quarterly site visit from IDOE staff, and while they noted a strong willingness on the part of school administration and staff, they also noted some strong deficiencies in instructional practices. Secondly, we had just completed our charter renewal application to the Office of Education Innovation, and the research required for that application showed some weaknesses in our academic programming that we did not know existed. As an example, we had always looked at our graduation rates (64% 4-year and 74% 5-year) as being good in comparison to schools with similar demographics. While that is true, a deeper dive into the data showed that students who were receiving a general education diploma and a graduation waiver were not implementing their post-secondary plans successfully. Finally, we had an opportunity to examine our spring End of Course Assessment results and knew that we were not preparing students to be successful on those exams.</p> <p>Because of those factors, we elected to implement a radical change in our school structure beginning in January of 2011. It would have been easier to wait until the beginning of the next school year, but we knew the data did not support waiting. We realigned our instructional resources to match our highest level instructors with the neediest students. We partnered with Ivy Tech Community College to institute a Professor on Loan program that provided college-level instruction to our high ability students, which freed up resources internally to focus on our other students.</p>

<p>the intended outcomes or making adjustments as necessary;</p> <p>(f) Redirecting resources that are not being used to support the school improvement process; and</p> <p>(g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.</p>	<p>We put together a more structured schedule, making students more accountable for attendance and teachers more accountable for student performance. While Read 180 was part of our original SIG application, student data analyzed in November showed that we were not making the progress we needed to. We shifted responsibility for Read 180 to our Special Education Director, and he immediately changed the culture of the program. Advanced training was provided to the staff, and personnel issues that had been ignored were dealt with. Student progress was notably improved through the spring semester, and Read 180 was in fact noted by our external review as a strength.</p> <p>Finally, we replaced the school principal early in the second semester. Staff was becoming fragmented and a staff survey conducted at a professional development day in February indicated that morale was very low. An interim principal was appointed, and the school year ended with a clearly committed staff and a unified vision for what the staff and administration were seeking in a new principal. That hire will be completed in July of 2011.</p>
--	--

Indicators of LEA Commitment	Description of how this action was or will be completed
<b>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</b>	
<p><b><i>The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to:</i></b></p> <ul style="list-style-type: none"> <li>(a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process;</li> <li>(b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and</li> <li>(c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to: <ul style="list-style-type: none"> <li>(i) school administrator and staff hiring practices;</li> <li>(ii) school administrator and staff transfer procedures;</li> </ul> </li> </ul>	<p>One of the advantages of being a charter school is that necessary changes can often be made quickly. As evidenced in previous sections, when presented with data that showed lagging results, the Met was able to implement strategies to shore up areas of weakness. The Board of the Met is fully supportive of the changes and moved quickly to approve of the changes. Likewise, the Mayor's Office of Education Innovation, which is our charter authorizer, also quickly approved the structural changes.</p> <p>During the spring of 2011, the Goodwill Education Initiatives Board, which functions as the Met's school board, conducted a strategic planning exercise that involved Met staff, board members, and community members. The result was a strong sense of the Met's mission and purpose, along with structural changes within the Board to provide even better support and governance.</p> <p>With the decision to remove the school principal and in conjunction with the strategic planning process, a change was made to the hiring practice for school leadership. In the past, the hiring decision was largely top down and with very limited input by staff. The new process included staff-wide participation in determining the desired attributes of the school leader and extensive participation (30% of staff members) in the interviewing and selection process.</p> <p>With the implementation of the TAP system, school administrator and staff evaluation procedures are based primarily (51%) on school and student performance data. Those categories for the 2010-2011 school year and going forward are:</p>

<p>(iii) school administrator and staff dismissal procedures;</p> <p>(iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data]</p> <p>(v) school administrator and staff rewards for increased student achievement and/or graduation rate;</p> <p>(vi) school administrator and staff recruitment, placement and retention procedures ; and</p> <p>(vii) altering the traditional school day and/or calendar to include additional instructional and planning time.</p>	<ul style="list-style-type: none"> <li>• Absolute student performance on End of Course Assessments</li> <li>• Student growth – using IDOE standard of 8<sup>th</sup> grade ISTEP to 10<sup>th</sup> grade ECA</li> <li>• Graduation rate – includes both 4-year and 5-year</li> <li>• Non-waiver graduation rate</li> <li>• Student attendance</li> <li>• Student retention</li> <li>• Post-secondary attendance</li> </ul> <p>Likewise, staff bonuses are also calculated using the student performance categories listed above.</p> <p>During the past year, the Met went to an extended (200 student day and 225 staff days) calendar that provided additional time for students to be in class and also drastically cut the summer learning gap that existed with a traditional summer vacation. In addition, staff professional development days were built in to student breaks, offering 2-3 days of planning time every 6 weeks.</p>
---	--

Indicators of LEA Commitment	Description of how this action was or will be completed
5. <i>Sustain the model after the funding period ends.</i>	

***The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to:***

- (a) Developing school improvement planning processes that support sustainability of education reform protocol;
- (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school;
- (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities;
- (d) Identifying alternative funding sources to sustain operational protocol that may require financial support;
- (e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement;
- (f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan;
- (g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of

Over the past year, the Indianapolis Met has conducted extensive reviews of all facets of operation, in part due to its charter renewal process and also due to the SIG application and review process. The methodology used for both endeavors is now part of the school operating procedure. School leadership meetings focus on student performance data, with specific actions and outcomes tracked over time. Two of our major initiatives, TAP and the 8-Step process, both embed school improvement planning into the core of the program. Both require dedicated time to reviewing data and developing strategies, and our schedule for next year includes that time as part of the base schedule.

Through our experience with the extended professional development days this school year, we have developed processes that help ensure effective training of school leadership and staff members. TAP plays a major role. With eight days of upfront training for all leadership team members to be able to understand what effective teaching looks like, we will be able to effectively conduct multiple classroom observations and evaluations throughout the school year. Weekly meetings for all classroom teachers provide opportunities to receive specific modeling and instruction on effective classroom strategies. Master and Mentor Teachers can then observe teachers as they implement those strategies and provide focused feedback immediately afterwards so the teachers can reflect and improve. Likewise, the 8-Step process provides a systematic way to analyze student performance data and develop interventions to correct any issues that might exist.

As we progress beyond the three-year funding cycle for SIG, we already have an eye on how we will sustain the programming and staffing. We have taken a comprehensive look at how we spend Title I, Title II and state and federal Special Education funds to provide ongoing support. With the process improvements made as part of SIG, and with the structural changes made to complete the Transformation Model, we believe that those funds can make up the difference of what SIG provides today.

In terms of continuous improvement and evaluation systems, both TAP and the 8-Step process are our key strategies. Both will work well because they are woven into the fabric of the school, including scheduling, planning, and leadership. Both systems force the evaluation and analysis of student performance data and teacher effectiveness, which in turn drives policy decisions. Teacher evaluations have multiple check-ins with TAP (a minimum of 4 times per year) and the data team working under the 8-Step banner has weekly data review meetings, focused on

## Attachment B: LEA Commitments Scoring Rubric

<b>(I) The LEA has analyzed the needs of each school and has selected an intervention for each one.</b>		
<b>Exceptional 3 points</b>	<b>Adequate 2 points</b>	<b>Inadequate 1 point</b>
<ul style="list-style-type: none"> <li>• <i>Full</i> completion of worksheets, “Analysis of Student and School Data” and “Self-Assessment of Practices of High-Poverty, High-Performing Schools”</li> <li>• <i>All</i> of the required data sources have been provided</li> <li>• <i>All</i> of the analysis (findings) from the data and the root cause analysis are logical</li> <li>• The alignment between the needs of the school and the model chosen is <i>specifically and conclusively</i> demonstrated as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Some</i> completion of worksheets, “Analysis of Student and School Data” and “Self-Assessment of Practices of High-Poverty, High-Performing Schools”</li> <li>• <i>Some</i> of the required data sources have been provided</li> <li>• <i>Some</i> of the analysis (findings) from the data and the root cause analysis is accurate</li> <li>• A <i>general</i> alignment between the needs of the school and the model chosen is has been demonstrated</li> </ul>	<ul style="list-style-type: none"> <li>• <i>No</i> completion of worksheets, “Analysis of Student and School Data” and “Self-Assessment of Practices of High-Poverty, High-Performing Schools”</li> <li>• <i>Little to none</i> of the required data sources have been provided and/or the analysis (findings) is lacking or minimal</li> <li>• <i>Little or no</i> use of root cause analysis and/or causes are illogical and not based on data</li> <li>• The alignment of the school and its needs and the improvement model chosen is <i>lacking or minimal</i>.</li> </ul>

<b>(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.</b>		
<b>Exceptional 3 points</b>	<b>Adequate 2 points</b>	<b>Inadequate 1 point</b>
<p>There is exceptional evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>All of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for recruiting, screening and selecting an external provider to meet the needs identified.</p>	<p>There is adequate evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>Most of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for recruiting, screening and selecting an external provider to meet the needs identified.</p>	<p>There is inadequate evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>Some or none of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for recruiting, screening, and selecting an external provider does not meet the identified needs.</p>

<b>(3) Align other resources with the interventions.</b>		
<b>Exceptional 3 points</b>	<b>Adequate 2 points</b>	<b>Inadequate 1 point</b>
<p>There is exceptional evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.</p> <p>All of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.</p>	<p>There is adequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.</p> <p>Most of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.</p>	<p>There is inadequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.</p> <p>Some or none of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for aligning resources with the selected model, interventions, and/or school improvement activities does not meet the identified needs.</p>

<b>(4) Modify LEA practices or policies, if necessary, to enable it to implement the interventions fully and effectively.</b>		
<b>Exceptional 3 points</b>	<b>Adequate 2 points</b>	<b>Inadequate 1 point</b>
<p>There is exceptional evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities.</p> <p>All of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities to meet the needs identified.</p>	<p>There is adequate evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities.</p> <p>Most of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities to meet the needs identified.</p>	<p>There is inadequate evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities.</p> <p>Some or none of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities does not meet the identified needs.</p>

<b>(5) Sustain the reforms after the funding period ends.</b>		
<b>Exceptional 3 points</b>	<b>Adequate 2 points</b>	<b>Inadequate 1 point</b>
<p>There is exceptional evidence of a process for sustaining reforms after the funding period ends.</p> <p>All of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for sustaining reforms after the funding period ends to meet the needs identified.</p>	<p>There is adequate evidence of a process for sustaining reforms after the funding period ends.</p> <p>Most of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for sustaining reforms after the funding period ends to meet the needs identified.</p>	<p>There is inadequate evidence of a process for sustaining reforms after the funding period ends.</p> <p>Some or none of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for sustaining reforms after the funding period ends does not meet the identified needs.</p>

**School Improvement Grant (1003g)**

**Section II -- Amendment**

School Year 2011 - 2012

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.

Corporation Name: Indianapolis Metropolitan High School  
 Corporation Number: 9760  
 School Name: Indianapolis Metropolitan High School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
		x		Reading Specialist	\$ 47,380.00	
		x		STEM Specialist	\$ 59,225.00	
		x		Music/Art Teacher	\$ 41,439.99	
		x		Spanish Teacher	\$ 42,268.11	
		x		Portion of 10% increase toward year round schooling	\$ 59,000.00	
				Performance Incentives (Annual Bonuses)	\$ 100,000.00	
				Curriculum Stipends	\$ 3,000.00	
				Goal Achievement Awards	\$ 4,800.00	
				Reward Incentives	\$ 4,800.00	
					\$ -	
	0.00	TOTAL SALARIES				\$ 361,913.10
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
		TOTAL FIXED CHARGES / FRINGE BENEFITS				\$ 89,752.72
3. TRAVEL: (differentiate in-state and out-of-state)						
	out-of-state	Hotels/Food/Transportation			\$ 6,000.00	
	in-state	Food/Transportation			\$ 1,000.00	
		Harmony Conference			\$ 2,000.00	
		Staff Retreat/Curriculum/Team Building			\$ 5,000.00	
		TOTAL TRAVEL				
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
		Harmony Training			\$ 1,000.00	
		Professional Development Services			\$ 14,400.00	
		2 Substitutes			\$ 30,000.00	
		TOTAL CONTRACTED SERVICES				
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet.(Include the total amount to be used to purchase testing, programmatic and/or office supplies.)						
		TOTAL SUPPLIES				\$ 38,919.28
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".						
		TOTAL EQUIPMENT AND TECHNOLOGY				\$ 185,751.43

Dwindling this amount over this year and next.

48 staff members times \$100 each  
 48 staff members times \$100 each

57920

48 staff members times \$300  
 20000

